**Standard 1: Teachers demonstrate leadership.**

**Element A:** Teachers lead in their classrooms.

* Understands how they contribute to students graduating from high school. Uses data to understand the skills and abilities of students.
* Takes responsibility for the progress of students to ensure that they graduate from high school. Provides evidence of data driven instruction throughout all classroom activities. Establishes a safe and orderly classroom.
* Communicates to students the vision of being prepared for life in the 21st century. Evaluates student progress using a variety of assessment data. Creates a classroom culture that empowers students to collaborate.
* Encourages students to take responsibility for their own learning. Uses classroom assessment data to inform program planning. Empowers and encourages students to create and maintain a safe and supportive school and community environment.

**Standard 1: Teachers demonstrate leadership.**

**Element B:** Teachers demonstrate leadership in the school.

* Attends professional learning community meetings. Displays awareness of the goals of the school improvement plan.
* Participates in professional learning community. Participates in developing and/or implementing the school improvement plan.
* Assumes a leadership role in professional learning community. Collaborates with school personnel on school improvement activities.
* Collaborates with colleagues to improve the quality of learning in the school. Assumes a leadership role in implementing school improvement plan throughout the building.

**Standard 1: Teachers demonstrate leadership.**

**Element C:** Teachers lead in the teaching profession.

* Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.
* Contributes to the: improvement of the profession through professional growth, establishment of positive working relationships, school’s decision-making processes as required.
* Promotes positive working relationships through professional growth activities and collaboration.
* Seeks opportunities to lead professional growth activities and decision-making processes.

**Standard 1: Teachers demonstrate leadership.**

**Element D:** Teachers advocate for schools and students.

* Knows about the policies and practices affecting student learning.
* Supports positive change in policies and practices affecting student learning.
* Participates in developing policies and practices to improve student learning.
* Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.

**Standard 1: Teachers demonstrate leadership.**

**Element E:** Teachers demonstrate high ethical standards.

* Understands the importance of ethical behavior as outlined in the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*
* Demonstrates ethical behavior through adherence to the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*
* Knows and uphold the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*
* Models the tenets of the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct* and encourages others to do the same.

**Standard 2: Teachers establish a respectful environment for a diverse population of students.**

**Element A:** Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

* Appreciates and understands the need to establish nurturing relationships.
* Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.
* Maintains a positive and nurturing learning environment.
* Encourages and advises others to provide a nurturing and positive learning environment for all students.

**Standard 2: Teachers establish a respectful environment for a diverse population of students.**

**Element B:** Teachers embrace diversity in the school community and in the world.

* Acknowledges that diverse cultures impact the world. Demonstrates awareness of the diversity of students in the classroom.
* Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a student’s development and attitudes.
* Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Consistently incorporates different points of view in instruction.
* Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. Capitalizes on diversity as an asset in the classroom.

**Standard 2: Teachers establish a respectful environment for a diverse population of students.**

**Element C:** Teachers treat students as individuals.

* Holds high expectations of students.
* Communicates high expectations for all students.
* Encourages and values contributions of students, regardless of background or ability.
* Helps students hold high expectations for themselves and their peers.

**Standard 2: Teachers establish a respectful environment for a diverse population of students.**

**Element D:** Teachers adapt their teaching for the benefit of students with special needs.

* Recognizes that students have a variety of learning needs. Is knowledgeable of effective practices for students with special needs.
* Collaborates with specialists who can support the special learning needs of students. Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.
* Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.
* Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.

**Standard 2: Teachers establish a respectful environment for a diverse population of students.**

**Element E:** Teachers work collaboratively with the families and significant adults in the lives of their students.

* Responds to family and community concerns.
* Communicates and collaborates with the home and community for the benefit of students.
* Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.
* Promotes trust and understanding throughout the school community.

**Standard 3: Teachers know the content they teach.**

**Element A:** Teachers align their instruction with the *North Carolina Standard Course of Study*.

* Demonstrates an awareness of the *North Carolina Standard Course of Study* and references it in the preparation of lesson plans. ***Elementary:*** Begins to integrate literacy instruction in selected lessons. ***Secondary:*** Recognizes the importance of integrating literacy strategies within the content areas.
* Understands the *North Carolina Standard Course of Study,* uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. ***Elementary:*** Integrates effective literacy instruction throughout the curriculum. ***Secondary:*** Incorporates a wide variety of literacy skills within content areas to enhance learning.
* Develops and applies strategies based on the *North Carolina Standard Course of Study* and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant. ***Elementary:*** Evaluates and reflects upon the effectiveness of literacy instruction. ***Secondary:*** Evaluates and reflects upon the effectiveness of literacy instruction within content areas.
* Assists colleagues in applying such strategies in their classrooms. ***Elementary:*** Makes necessary changes to instructional practice to improve student learning. ***Secondary:*** Makes necessary changes to instructional practice to improve student learning.

**Standard 3: Teachers know the content they teach.**

**Element B:** Teachers know the content appropriate to their teaching specialty.

* Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.
* Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.
* Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

**Standard 3: Teachers know the content they teach.**

**Element C:** Teachers recognize the interconnectedness of content areas/disciplines.

* Understand the links between grade/subject and the *North Carolina Standard Course of Study*. Displays global awareness.
* Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study.* Promotes global awareness and its relevance to the subjects.
* Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the *North Carolina Standard Course of Study*. Relates content to other disciplines. Integrates global awareness activities throughout lesson plans and classroom instructional practices.
* Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.

**Standard 3: Teachers know the content they teach.**

**Element D:** Teachers make instruction relevant to students.

* Identifies relationships between the *North Carolina Standard Course of Study* and life in the 21st century.
* Identifies relationships between the core content and 21st century content.
* Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.
* Deepens students’ understandings of 21st century skills and helps them make their own connections and develop new skills.

**Standard 4: Teachers facilitate learning for their students.**

**Element A:** Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of students.

* Understands developmental levels of students and recognizes the need to differentiate instruction.
* Understands developmental levels of students and appropriately differentiates instruction. Assesses resources needed to address strengths and weaknesses of students.
* Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.
* Encourages and guides colleagues to adapt instruction to align with students’ developmental levels. Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.

**Standard 4: Teachers facilitate learning for their students.**

**Element B:** Teachers plan instruction appropriate for their students.

* Recognizes data sources important to planning instruction.
* Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.
* Monitors student performance and responds to individual learning needs in order to engage students in learning.
* Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.

**Standard 4: Teachers facilitate learning for their students.**

**Element C:** Teachers use a variety of instructional methods.

* Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.
* Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.
* Ensures the success of all students through the selection and utilization of appropriate methods and materials.
* Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.

**Standard 4: Teachers facilitate learning for their students.**

**Element D:** Teachers integrate and utilize technology in their instruction.

* Assess effective types of technology to use for instruction.
* Demonstrates knowledge of how to utilize technology in instruction.
* Integrates technology with instruction to maximize student learning.
* Provides evidence of student engagement in higher level thinking skills through the integration of technology.

**Standard 4: Teachers facilitate learning for their students.**

**Element E:** Teachers helps students develop critical-thinking and problem-solving skills.

* Understands the importance of developing students’ critical thinking and problem solving skills.
* Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.
* Teaches students the processes need to thinking creatively and critically, develop and test innovative ideas, synthesize knowledge, draw conclusions, exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze and solve problems.
* Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.

**Standard 4: Teachers facilitate learning for their students.**

**Element F:** Teachers help students work in teams and develop leadership qualities.

* Provides opportunities for cooperation, collaboration, and leadership through student learning teams.
* Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.
* Encourages students to create and manage learning teams.
* Fosters the development of student leadership and teamwork skills to be used beyond the classroom.

**Standard 4: Teachers facilitate learning for their students.**

**Element G:** Teachers communicate effectively.

* Demonstrates the ability to effectively communicate with students. Provides opportunities for students to articulate thoughts and ideas.
* Uses a variety of methods for communication with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.
* Creates a variety of methods to communicate with all students. Establishes classroom practices, which encourage all students to develop effective communication skills.
* Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.

**Standard 4: Teachers facilitate learning for their students.**

**Element H:** Teachers use a variety of methods to assess what each student has learned.

* Uses indicators to monitor and evaluate student progress. Assesses students in the attainment of 21st century knowledge, skills, and dispositions.
* Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills and dispositions.
* Uses the information gained from the assessment activities to improve teaching practice and student learning. Provides opportunities for students to assess themselves and others.
* Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.

**Standard 5: Teachers reflect on their practice.**

**Element A:** Teachers analyze student learning.

* Recognizes the need to improve student learning in the classroom.
* Provides ideas about what can be done to improve student learning in their classroom.
* Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.
* Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.

**Standard 5: Teachers reflect on their practice.**

**Element B:** Teachers link professional growth to their professional goals.

* Understands the importance of professional development.
* Participates in professional development aligned with professional goals.
* Participates in professional development activities aligned with goals and student needs.
* Applies and implements knowledge and skills attained from professional development consistent with its intent.

**Standard 5: Teachers reflect on their practice.**

**Element C:** Teachers function effectively in a complex, dynamic environment.

* Is knowledgeable of current research based approaches to teaching and learning.
* Considers and uses a variety of research based approaches to improve teaching and learning.
* Actively investigates and considers alternative research based approaches to improve teaching and learning and uses such approaches as appropriate.
* Adapts professional practice based on data and evaluates impact on student learning.